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ABSTRACT

West Virginia University at Parkersburg (WVUP) is a separately accredited campus of the University offering 2 baccalaureate, 10 associate, and 2 certificate programs. In response to concerns raised in a recent accreditation report, WVUP conducted a study examining student attitudes toward facilities, course scheduling, student advising, registration, and tutoring. Questionnaires were distributed to a random sample of students in April 1995, receiving usable responses from 1,149 students representing 34% of the total population. Results of the study indicated the following: (1) about 80% of respondents had met with their advisors, while 85% of these were satisfied with the service; (2) only 7% of students had used WVUP's child-care facilities; (3) 56% of respondents had used the computer labs on campus, but many felt that the facilities should be made more available; (4) the majority of students (56%) preferred a 2-day weekly course schedule, while one-third preferred a 3-day schedule; (5) 52% of students felt that WVUP's baccalaureate programs should be expanded; (6) 52% supported a Saturday registration alternative; (7) 36% felt that some courses that are offered only once a year should be offered in both semesters, 30% felt that some additional courses should be offered during the summer session in addition to the normal academic year, and 18% indicated that many required courses were not offered in the evenings; and (8) students supported adding varsity sports teams (49%), student lockers (38%), off-campus housing (28%), and public transportation (18%). (The survey instrument, student comment summary, and student ranking statistics for facility expansion and recreational programs are appended.) (MAB)

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ED 385 313

Increasing Institutional Effectiveness:

A Continuous Effort after Accreditation

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Abstract

Students were surveyed to assess their perceptions of the college facilities, activities, and services at West Virginia University at Parkersburg (WVU-P). One thousand one hundred and forty-nine (1,149) students responded to the survey. Analyses were focused on the recent effort in assessing students' needs and addressing the concerns of North Central Association of Colleges and Schools (NCA) evaluation team and the West Virginia Senate Bill 547 (SB 547). Issues related to facilities, course scheduling, student advising, registration, and tutoring were discussed. Conclusions and recommendations were listed based on students' responses.

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Increasing Institutional Effectiveness: A Continuous Effort after Accreditation

Introduction

West Virginia University at Parkersburg (WVU-P) is a separately accredited campus of West Virginia University, dedicated primarily to anticipating and responding to the higher education needs of its service area and to facilitating access for residents of its region (*WVU-P Catalog)*. The college currently offers two baccalaureate, ten associate, and two certificate programs. The college enrollment in 1995 spring semester was 3,394, with 61% female, 2% minority, the average age of the student population was 27-years.

Increasing institutional effectiveness at WVU-P is a continuous endeavor. Since 1991, data related to effectiveness and accountability were collected from students, graduates, faculty, and staff in regard to their developmental and educational needs. Initially, the data collection at WVU-P was guided by the Self-study Steering Committee and the Institutional Outcomes Assessment Committee as a part of the college on-going self-study. In addition to satisfying the NCA's data collection requirements for accreditation, the information gathered was also used in the process of strategic planning and decision making.

In March of 1994, the North Central Association of Colleges and Schools (NCA) visited WVU-P and awarded a ten-year accreditation with the next comprehensive evaluation scheduled for 2003-04. The following are faculty and student related strengths, concerns and consultant advice in the *Report of A Visit to West Virginia University at Parkersburg: For the Commission on Institutions of Higher Education North Central Association of Colleges and Schools* (March 14-16, 1994) (NCA Report):

Strengths

* Faculty and staff at all levels are determined to respond to the educational needs of the community.
* The faculty exhibit an extremely high level of dedication to the institution, students, and the entire educational process. There is strong community support for the

institution. Close working relationships are exhibited throughout the academic programs.

* The faculty are commended for devising the transfer degree programs and for the outstanding advising system that is the corner stone of the programs.
* The Student Activities program provides social, intramural, and recreational activities that are extensively used by the students.

Concerns and Consultant Advice

* Technological access to information and library holdings need to be expanded to support the baccalaureate degrees.
* The current student activities facilities and student lounges should be evaluated for future growth.
* Articulate more broadly the specific academic offerings and services provided at and through the Jackson County Center.
* WVU-P is challenged to continue to look for innovative applications of financial and personnel resources. A continuing challenge will be to ensure faculty and instructional equipment are current with work-place technologies.

In addition to the concerns and the recommendations in the NCA Report, the governor's initiatives through the West Virginia state legislature have also impacted on the college's operation and data collection. On March 11, 1995, the state of West Virginia passed the Senate Bill 547 (SB 547), which was developed from the governor's Higher Education Advocacy Team (HEAT) goals. The SB 547 required that state colleges and universities be more productive/effective in promoting WV economy. Among the HEAT goals, the state institutions should: a) provide an "education that is both high quality and relevant"; b) create a "student-friendly environment ... to encourage and expand participation for the increasingly diverse student population"; c) focus resources "on programs and courses which offer the greatest opportunities for students and for job creation and retention in the state of West Virginia"; d) educate students to practice good citizenship to compete in a

global economy (with the skills and knowledge that "meet or exceed national and international standards").

In order to address the concerns and recommendations delineated in the NCA Report and the HEAT goals specified in the SB 547, WVU-P focused its efforts of data collection for assessing the college instruction and services. Among the efforts was the recent student opinion survey conducted in Spring 1995.

Purpose of the Study

Based on the NCA Report, SB 547, and the results of a faculty need assessment survey conducted during the "Faculty In-service," January, 1995, several issues stood out. They were: 1) there is a need to improve instructional facilities and support services; 2) there is a need to improve the quality of student advising in order to increase student transfer and graduation rate; and 3) there is a need to adopt a four-day class schedule ("Free Friday") which is presumed to meet the needs of commuting and working students.

In light of the concurrent faculty concerns, some questions remain unanswered: first, what are the student perceptions on the above issues? Secondly, are student perceptions different from that of faculty? If so, what are they? Furthermore, this study was to answer the questions such as: do the students use the services? To what extent do they use these services? Is the college preparing the students for the work places with modern equipment and technologies? What additional services could the college provide to better serve the students?

Instrument Development

The survey questionnaire (Appendix A) was developed by the representatives from areas of Academic Affairs, Student Services, the Student Government, the Outcomes Assessment Committee, faculty, and Office of Institutional Research. The questionnaire was reviewed by more than a dozen college professionals, including deans, directors, division chair-persons, and faculty. The revised questionnaire was field tested on the Parkersburg campus.

Sample Selection

The sampling method was a clustered stratified random sampling. With each individual class as the cluster, each academic division and class block (starting time - morning, afternoon, or evening) and class date (Monday, Wednesday and Friday classes vs. Tuesday and Thursday's) as stratums. As results, the students from over a hundred classes were surveyed with 1,149 usable responses, which represented 34% of the total population (N=3,394).

Implementation

The implementation of the questionnaire was carried out by faculty who were teaching the classes sampled in mid April, 1995. The data collection was completed in late April and data input was completed in mid May.

Limitation

1) Due to the nature of a commuter college, to implement a questionnaire to a true random student sample without interfering instruction is very difficult. Therefore, with the sampling method employed and the limitations that followed, any generalization of the results is cautioned.
2) The implementation of the questionnaire relied heavily on academic division chair-persons and faculty members who were responsible for the classes surveyed. The survey results from this "multi-proctor" method may be different from that of a single-proctor method with a true random sample.
3) A student may belong to more than one sampled cluster (in other words, surveyed more than once). There were no reliable guards against duplicated responses other than verbal advises from the instructors informing the students not to respond more than once.
4) Because the survey questionnaire was designed and field tested on the Parkersburg campus, it was noted during the implementation that some questions were not applicable for college's Jackson County Center, which is located 35 miles south of the Parkersburg campus. However, separate analyses are available.

Results

Demographics

The respondents' demographic composition matched college student population in sex, age, enrollment, and employment status. The average age of the students surveyed was 27-years, the average course load was 12 hours, and the average hour worked was 28 hours per week with 61% female. However, it appeared that the sample is under-represented in the groups of freshmen, part-time students, and students from the Parkersburg campus, over-represented in the sophomore and junior groups, full-time students, and students from Jackson County Center (Table 1). Given the sample size and the purpose of the study, it is concluded that the students surveyed is a fair representation of the college population.

Students' perceptions/usages of college services and facilities

Past studies showed that the quality of the college support systems and the concept of customer service had impact on the wellness of non-traditional-age, commuting students (Hybertson and Others, 1992) and student retention (Sines and Duckworth, 1994). In order to be more effective, the college places its efforts on increasing student retention, transfer, and graduation rates. Which are closely related to student advising (Stith and Russell, 1994) and the college's ability of meeting the students personal and academic needs. This research was to assess how many students have used Computer Labs and other facilities/services on campus, as well as the students' perceptions of the college library, the latter was also identified as a concern in the NCA Report.

The college services and facilities included were Advising Center, Book Store, Cafeteria, Children's Room, Computer Lab, Learning (tutoring) Center, Library, and Student Activities related programs and services. Tables 2 to 4 are the student perceptions of the above services and facilities.

About 80% of the respondents have met with their advisors. Among these students, seven out of eight (or 85%) were satisfied with the service. Students' comments about improving the advising services indicated that the advisors (faculty members) should be more responsive to the students' personal interests, more knowledgeable of the transferring process

(such as, credit acceptance of the receiving institutions), and keep appointments and/or office hours as scheduled.

Table 1

Demographics of the respondents and the college population

Demographics	Respondents (%) (N=1149)	Population (%) (N=3394)	Difference (in %)
Male	39%	39%	0%
Female	61%	61%	0%
Full-time	70%	51%	19%
Part-time	30%	49%	-19%
Freshmen	36%	51%	-15%
Sophomore	32%	21%	11%
Junior	19%	14%	5%
Senior	9%	10%	-1%
Unclassified	4%	4%	0%
Parkersburg Campus	78%	84%	-6%
Jackson County Center	22%	16%	6%
Employed	64%	63% *	1%
Unemployed	36%	37% *	-1%

* Data source: WVU-P pre-graduation survey.

Only 7% of the students have used the Children's Room. Students' comments about the service was that the child-care service should be available at JCC and it should also accept younger children. Currently, the Children's Room, located on the Parkersburg

campus, only caters to children age two or older and potty-trained.

About half of the students (55%) use the cafeteria located on the Parkersburg campus. Students' comments suggested that more variety of food (perhaps a food court) would improve the usage of the service. Currently, there is no food service available at JCC.

Fifty-six percent (56%) of the students indicated that they have used the computer labs on campus. The respondents stated that the computer facilities should be more available (i.e. open more hours and with more helpful lab assistants).

One in four students have used the tutoring services. In addition to English and mathematics, the subject areas in need of tutors were natural science (biology, chemistry, etc.) and computer science. It appeared that a higher percentage of students in Parkersburg (26%) have used the Tutoring Center compared to that of at JCC (17%) even though the service was equally accessible at JCC.

Table 2

Service usage by campus location

Services usage	Parkersburg (N=963)	JCC (N=186)	Total (N=1149)
Student advising	81%	75%	79%
Children's Room *	8%	2%	7%
Cafeteria *	63%	5%	55%
Computer Lab	57%	50%	56%
Tutoring Center	26%	17%	25%

* Indicate services that are not available at WVU-P's Jackson County facility.

While asked about the facility addition and/or expansion, the area most in need was the college library. The lounge area was ranked the lowest among six given options. In addition to the library, it appeared that the students at the Parkersburg campus were in favor of adding/expanding "private study area" and "group study room" while the students at JCC chose "fitness area" and "recreation area." (More detailed information are available in Appendix C).

Table 3

Rankings of facility addition and/or expansion

Facility Improvement	Parkersburg (N=963)	JCC * (N=186)	Total (N=1149)
Library **	1st	1st	1st
Private study area +	2nd	4th	2nd
Fitness area **	4th	2nd	3rd
Group study room	3rd	5th	4th
Recreation area **	5th	3rd	5th
Lounge area	6th	6th	6th

* Data from Jackson County Center are not uni-dimensional (Appendix C).

** Facilities are not available at WVU-P's Jackson County Center.

\+ Facilities currently are not available at WVU-P (both locations).

Regarding recreational activities, concerts and movies were the most favorite choices followed by the comedy club and college sponsored recreational and/or sports viewing trips. The least favorite activities were shows during lunch hour (nooners), non-traditional (usually non-student oriented), and cultural programs.

Table 4

Students' preferences of current recreational activities

Recreational Activities	Parkersburg (N=963)	JCC * (N=186)	Total (N=1149)
Concerts	1st	1st	1st
Movies	2nd	2nd	2nd
Backdoor comedy club	3rd	4th	3rd
Trips (sports, etc.)	4th	3rd	4th
Plays/theatre	5th	7th	5th
Parties and dances	6th	5th	6th
Intramural sports	7th	6th	7th
Cultural programs	8th	8th	8th
Non-traditional (kids' show, etc.)	9th	9th	9th
Nooners **	10th	10th	10th

* Data from Jackson County Center are not uni-dimensional (Appendix C).

** A variety of activities/shows occurred on campus during lunch hour.

Students' perceptions/preferences on scheduling

Scheduling at WVU-P has been studied many times in the past. This questionnaire again, however, asked students to respond in the area of class/course scheduling and offering, registration time arrangement, as well as final exam scheduling.

The most problematic area was the course offering. Thirty-six percent (36%) of the respondents indicated that some of the courses, currently being offered once a year, should be offered in both Spring and Fall semesters. Thirty percent (30%) stated that some of the courses should be offered in the Summer sessions in addition to the regular school year. Eighteen percent (18%) said courses needed were not offered during the evening hours. Some of the courses needed are: upper level business, criminal justice, nursing, upper level mathematics, and Accounting.

Class registration has been a standing issue for years, past complaints from the students were: the waiting period is too long (some students wait in line the night before the registration opens), class/work schedule conflicts with the registration time, certain classes closed out (filled up) too fast, and the process of registration is too complicated. Currently, the college offers priority and early registration to the students who have been accepted into the four-year (business and elementary education) and nursing (associate) programs. In order to avoid the long waiting period and reduce the time conflict between registration and work/class, considerations were given to registration on Saturday and registration at an alternative location (currently, registration is only available on campus, Monday through Friday). Thirty-two percent (32%) said that they would use an alternative registration site and 53% stated that they would use the Saturday registration.

The majority of the students preferred a two-day weekly course schedule (56%). About one-third (33%) of the students preferred a three-day weekly schedule. Fourteen percent (14%) of the respondents from JCC preferred courses to be scheduled in one-day (per week) or on a weekend versus only six percent (6%) of the respondents at Parkersburg indicated the same preference. Presented in Tables 5, 6, and 7 are data related to students' perceptions of the scheduling issues.

Table 5

Students' perceptions on course offering, scheduling, and registration

Scheduling Area	Sufficient	Not Sufficient
Course offered in evening	82%	18%
Course offered in both semesters	64%	36%
Summer course offering	70%	30%
Registration	84%	16%

Table 6

Students' responses on proposed registration alternatives

Registration	Yes	No	Not Sure
At an alternative site	32%	41%	27%
On Saturday	53%	27%	20%

Alternative	Students Location	Yes	No	Not Sure
Other site	Parkersburg	33%	41%	26%
	JCC	26%	42%	32%
On Saturday	Parkersburg	54%	26%	20%
	JCC	49%	29%	22%

Table 7

Scheduling preference on the days per week by respondents' campus location

Weekly Course Schedule	Parkersburg (N=963)	JCC (N=186)	Total (N=1149)
One-day	5%	11%	7%
Two-day	58%	53%	56%
Three-day	34%	33%	33%
Weekend	1%	3%	2%
Other	2%	0%	2%

Students' perceptions/preferences on program expansion

The majority of the students indicated the college should expand its baccalaureate programs (52%). One in seven (14%) indicated that the associate programs should be expanded (Table 8). Among many identified subject areas, the top three chosen areas for addition/expansion were nursing, criminal justice, and psychology.

Table 8

Students' perceptions on program addition/expansion

Program Expansion	Parkersburg (N=963)	JCC (N=186)	Total (N=1149)
Baccalaureate	54%	43%	52%
Associate	14%	14%	14%
Certificate	4%	1%	3%
No expansion	2%	3%	2%
No opinion	25%	33%	27%

Note: Percentages do not add up to 100%.

Discussion

Even though the college did well in its accreditation process, WVU-P is continuously moving forward under the guidance of the NCA's concerns and WV SB 547 (HEAT goals). The relatively shrinking budget and increased mandates are also pressing the college to improve its effectiveness. In order to be more effective and accountable, the college is trying to improve its transfer and graduation rate. More importantly, the college is trying to demonstrate the employability of its graduates within the state. So far, WVU-P has no reliable data on its graduates and transfer students. However, program specific data was

collected. For example, nursing (associate) and elementary education (baccalaureate) departments are tracking their graduates individually for employment information. However, with a graduation rate of 23%, one of the lowest in the state, the college is trying to address the related issues identified through the college strategic planning process. The key strategic indicator identified was student retention, which is affected by factors such as student advising, course offering, and registration.

Followed by the concerns of the NCA visiting team and faculty, the college library, once again, was focused by the students for improvement. Due to the increasing computer exposure and training for students at all levels, the students expectation of library computerization has increased (McCabe and McCabe, 1994). The concerns were over inadequacies of computer facilities and holdings for student research (especially with two baccalaureate degree programs). This problem was heavily affected by funding. Since the college revenue is directly related to its fall semester enrollment, increasing the college enrollment or improving the college retention was perceived as an alternative solution to the funding problem.

Past study showed that prescriptive advising was more important and more satisfactory than developmental advising (Fielstein and Others, 1992). With over 60% of the college incoming freshmen classified as academically and economically challenged, the majority of the students surveyed indicated that the college services such as advising, registration, child-care, tutoring center, and computer lab met their needs. Further analysis revealed that the different student groups have different preferences. For instance, of those who identified themselves as evening students, 69% said that they would use the Saturday registration versus 52% of the day student population. Among the evening students, 83% of them were employed and 45% were from JCC, which were also significantly higher than that of the college population (63% and 16% respectfully).

Consistent with the NCA evaluation team observations, the majority of the students surveyed shared the faculty's perceptions and were in favor of a "less than three-day" (63%) schedule. This is particularly true among evening students, with 71% in favor. On the other

hand, a higher percentage of freshmen and/or Learning Center users preferred the three-day class schedule compared to the other selected student groups (Table 9). In fall semester 1995, about 20% of the classes offered at WVU-P were scheduled for three or more days per week (lab sessions excluded). Sixty-six percent (66%) of the total classes were at the freshmen level and only 25% of the freshmen level classes meet three or more times a week.

Table 9

Students' preferences on course scheduling by selected groups

Selected Student Grouping	Schedule		
	Less Than 3-day	Three-day	Weekend/Other
Evening student (N=121)	71%	21%	8%
Child-care users (N=78)	58%	36%	6%
Freshmen (N=413)	58%	38%	4%
Computer users (N=416)	63%	34%	3%
Tutoring users (N=150)	54%	40%	6%
Working students (N=725)	66%	31%	3%

It appeared that more lower level courses should be scheduled three times a week in order to better serve the freshmen and the tutoring service users. And more upper level courses should meet no more than two times per week in order to address the needs of the evening as well as the working students.

The perceptions of the students who had used the Learning Center appeared to be different from that of the general population. More people were in favor of "both long and short sessions" and "tutoring by appointment (long session)" (Table 10).

Table 10

Students' perceptions of tutoring service - user (N=150) versus non-user (N=999)

Service Options	User	Non-user	Difference
Both long & short sessions	54%	42%	12%
By appointment (long session)	21%	10%	11%
Drop in (short session)	19%	27%	-8%
No opinion	6%	21%	-15%
Will accept group tutoring	80%	64%	16%
Won't accept group tutoring	14%	13%	1%
Not sure	6%	23%	-17%

The student opinions solicited also included whether they would like to have a "study-day" during the final exam week. The majority of the respondents preferred a "study-day," even those that were not affected by this practice. About one out of five respondents spoke against the "study-day" regardless of their previous exam schedules (Table 11).

Table 11

Students' preferences on "study-day" - by previous exam schedule

Previous Exams on	Like Study-day	Do Not Like	No Opinion
Both before & after Wed.	66%	19%	15%
Before Wednesday only	59%	22%	19%
After Wednesday only	77%	20%	3%

Student perceptions on the preparation for working in the high-tech world to compete globally were not solicited. However, computer usage (lab usage) can be an indicator of student exposure to modern technology. According to the students, only 56% of the students have used the computer lab. Among the selected students groups, evening students (21%) and the students who have used the Learning Center (19%) were less satisfied (indicated that the computer lab did not meet their needs) compared to only 14% from the freshmen group.

There were a number of students who supported additional activities/services/facilities to be provided or coordinated through the college. These activities/services/facilities are varsity sports team (49%), student lockers (38%), off-campus housing (28%), and public transportation (18%). Interestingly, the students who indicated that they were in favor of these services are somewhat unique compared to that of the total population. For example, the students who said that they would like to see the college have its own sport teams were younger (24-years old) and male (48%) versus 27-year old and 39% surveyed; of those who would use the off-campus housing, 70% preferred a study-day during the finals week. The average age for this group was 23. It was assumed that students who reside far away from the campus would be more in favor of housing and locker facility. However, no differences were found based on student residential location.

Conclusion and Recommendation

The process of accreditation at WVU-P served as a continuous momentum for improvement. After gaining a ten-year accreditation in March 1994, the college has stayed focused on its efforts for a better understanding of students' needs and expectations.

The recent student survey results indicated that the majority of the students were satisfied with the college services provided. It is concluded and recommended that the college administration consider the following:

* The majority of the faculty and students were in favor of a less than three-day class schedule or perhaps a "Free Friday" schedule. The data indicated that the implementation of such a schedule will serve the evening as well as the working

student population well. However, consideration should also be given to the three-day (or more) schedule because it was the choice by many students (about 40%) who were freshmen and/or users of the college tutoring service (or, in other words, those who might be academically challenged).

* Improvement of the college library has been long overdue. The areas for improvement should be on both the library volume holdings as well as computerization.
* The current college activities, especially the recreation events such as movies, plays, concerts, etc. should consider involving the students at Jackson County Center. Meanwhile, in the area of facilities expansion, the Parkersburg campus should consider adding private study rooms as well as group study areas.
* Registration on Saturday as an alternative is favored by the majority of the students. Even though a Saturday registration will not be used by all students, it will however, based on the students, minimize the time conflicts between work/class and registration.
* In operation, group tutoring seemed to be more cost effective compared to individualized tutoring. However, tutoring services should be designed in such a way that consideration is given to specific subject areas and student needs. Individualized tutoring should still be available to meet those needs.
* Usage of the computer should be encouraged or even be required by instructors. This encouragement should start at the freshmen level. In order to be competitive internationally as outlined in the West Virginia Senate Bill 547, the college should consider increasing the student accessibility to the modern computer technologies such as internet, especially for those at the Jackson County Center.
* Certain courses should be offered more frequently as well as during the summer sessions. More courses should be available during the evening hours as well. These courses are upper level business, mathematics, and education courses, as well as nursing and criminal justice courses.

* Scheduling a study-day during the final exams week is a good practice and was supported by the majority of the students.
* The majority of the students were in favor of program expansion, especially at the baccalaureate level in business (more options), nursing, and criminal justice.
* Additional services/facilities such as, student locker, off-campus housing, public transportation (bus service), and classes at an alternative location were supported by from 18% to 49% of the respondents. Further analysis indicated that these services cater to specific student population, and deserve administrative attention.
* Among the student users and potential users of the child-care service, the single most frequent comment was that the college Children's Room should accept younger children who are not potty-trained.

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Appendix A - Survey Questionnaire

WVU-P STUDENT SURVEY

Dear Student:

(If you have already completed this survey, please return the blank form to your instructor.) Please read all the options before answering and answer ALL the questions to the best of your knowledge. Your responses are important to the WVU-P planning process. DO NOT WRITE YOUR NAME OR ID ON THIS SURVEY. Thank you for your responses.

General Information

A. Currently, do you consider yourself a: (check one)?

___ day student, ___ evening student, ___ both day and evening student.

B. Have you used WVU-P child care service? ___ Yes, ___ No.

C. You were born in 19 _____.

D. Sex: ___ Female, ___ Male.

E. Current major: _____.

F. You are a: (check one) ___ Freshman (0-32 hrs) ___ Sophomore (33-64 hrs)

___ Junior (65-96 hrs) ___ Senior (97 or more hrs) ___ Not classified

G. Currently, all your classes are being taken at: (check one)

___ Parkersburg, ___ Jackson County Center (JCC), ___ both Parkersburg and JCC.

H. Did you enroll in any developmental/remedial course(s) during Spring 1995?

___ Yes, currently enrolled, ___ Yes, but withdrew, ___ No.

I. Currently, you reside in _____/_____(area/county) _____ (state).

J. Employment: ___ Unemployed, ___ Employed, average _____ hours per week.

K. Number of semester hours currently enrolled in Spring 1995: _____ hours.

L. Have you used the tutoring services in the Learning Center?

___ No, ___ Yes, currently use, ___ Yes, used in the past.

M. Have you used the Student Computing Lab (computer lab in technology area)?

___ No, ___ Yes, currently use, ___ Yes, used in the past.

N. Have you met with your adviser for academic advising? (the latest appointment)

___ Yes, at the Advising Center, ___ Yes, at the faculty's (adviser's) office

___ Yes, at _____, ___ No, I do not have an adviser

___ No, I do not need an adviser, ___ I have not met my adviser

Learning Center

1. If you were to use tutoring services, which of the following would you prefer?

___ No opinion, ___ Service by appointment (long sessions)

___ "Drop-in" (short) sessions, ___ Both "long" and "short" sessions

2. At the Learning Center, would you want short questions to be answered quickly (by a tutor) without an appointment?

___ Yes, ___ No, ___ Not sure, ___ Not applicable.

Appendix A - Survey Questionnaire (continued)

3. Would you mind if some of the questions were answered in group tutoring?

___ Yes, ___ No, ___ Not sure, ___ Not applicable.

4. Other than Reading, Writing, and Math, what subjects do you need assistance with? Specify

_____.

Academic Advising

5. Are academic advising services currently meeting your needs?

___ Not applicable, ___ Yes

___ No. If not, what would you like to see changed? _____.

6. Are college faculty currently accessible enough to meet your academic advising needs?

___ Yes, ___ No, ___ No opinion.

Class Registration

7. Are registration services currently meeting your needs?

___ Yes, ___ No. If not, what would you like to see changed? _____.

8. If registration were done at different sites (such as the mall, downtown, or plant site), would you use it?

___ Yes, ___ No, ___ Not sure.

9. Would you use a Saturday registration on campus? ___ Yes, ___ No, ___ Not sure.

Course Offering and Scheduling

10. In your opinion, is a sufficient variety of courses offered during the evening hours to meet your current educational objective?

___ Yes, ___ No opinion, ___ No. If no, specify _____.

11. Should any classes be offered in <u>both</u> the spring and fall semesters that are <u>not</u> currently being offered?

___ No, ___ No opinion, ___ Yes. If yes, specify _____.

12. Which of the following weekly class schedules would you prefer?

___ 3-day (MWF), ___ 2-day (MW/TR), ___ 1-day, ___ Weekend, ___ Other _____.

13. Are there any hours during the day when classes are not offered during which you would prefer to take classes (including late evening)?

___ No, ___ Yes, please specify _____.

14. In your opinion, are there any classes not currently offered during the summer semester that you would like to see offered?

___ No, ___ No opinion, ___ Yes, please specify _____.

15. If some classes were held at different sites (such as the mall, downtown, or plant site), would you attend? ___ Yes, ___ No, ___ Not sure.

16. Your preferred class length is _____ minutes, break between classes is _____ minutes.

Student Computer Lab

17. Are Student Computer Labs services currently meeting your needs?

___ Yes, ___ No. Please be specific _____.

Appendix A - Survey Questionnaire (continued)

Facilities

18. If lockers were available for rent, would you use them?

___ Yes, ___ No, ___ Not sure.

19. Which of the following would you like to see added/expanded? Rank your preference of each area from "1" to "6," with "1" as the most preferred, "2" as the second most preferred, etc. (Please do not use the same number more than once, repeated responses will be ignored due to computing limitations.)

___ Fitness area ___ Game/recreation area ___ Group study rooms

___ Library ___ Lounge area ___ Private study area

___ Other, specify _____.

20. Would you use nearby off-campus student housing rental if it were available?

___ Yes, ___ No, ___ Not sure.

Bookstore

21. Do you feel that the WVU-P bookstore hours are adequate to meet your needs?

___ Yes, ___ Not applicable

___ No. If not, how would you like to see it changed? _____.

22. Is the variety of items carried in the bookstore adequate to meet your needs?

___ Yes, ___ Not applicable

___ No. If not, how would you like to see it changed? _____.

Cafeteria

23. Do you regularly utilize the cafeteria?

___ No, ___ Yes. How can it serve you better? _____.

24. Would you utilize a food court with additional offerings?

___ Yes, ___ No, ___ Not sure.

Other Services

25. Do you know there are emergency/health services currently available at WVU-P?

___ Yes, ___ No. If no, skip the next question.

26. Are there any emergency services that need to be added?

___ No, ___ No opinion, ___ Yes, specify _____.

27. Are WVU-P child care services meeting your needs?

___ Yes, ___ Not applicable

___ No. If not, how would you like to see changed? _____.

28. Would you use the Parkersburg Bus System if the Parkersburg campus were included in its routes?

___ Yes, ___ No, ___ Not applicable, ___ Not sure.

Appendix A - Survey Questionnaire (continued)

Sports and Recreation

29. Would you like to see organized sport team(s) at WVU-P?

___ No, ___ No opinion, ___ Yes. If yes, which sport(s)? _____.

30. What student activities would you like to see more emphasized? Rank the following from "1" to "10," with "1" as the most favorite, "2" as the second most favorite, "3" as the third ..., and 10 as the least favorite. (again, no repeats please)

___ "Backdoor" Comedy Clubs ___ Concerts

___ Cultural programs ___ Intramural sports

___ Movies ___ Non-traditional programs (Kid Shows, etc.)

___ Nooners ___ Parties and dances

___ Plays/theatre ___ Trips (i.e. ski, sports, etc.)

College Programs & Final Examinations

31. Which program would you like to see expanded at WVU-P? (check one)

___ No opinion ___ No program expansion

___ Certificate ___ Associate ___ Baccalaureate.

If program expansion is desired, in what major area: _____.

32. (If you took a final exam(s) this past Fall Semester 1994, please continue. If not, skip this question.) In regard to the "study-day" (Wednesday, December 14, 1994) during Finals Week, your exam(s) was taking place: ___ Before Wednesday, ___ After Wednesday, ___ Both before and after Wednesday, ___ Cannot remember.

33. Would you like to have a "study-day" available halfway through our four-day final exam period (which will lengthen the final period to five days)?

___ Yes, I prefer <u>not</u> to take exams more than two days in a row.

___ No, I prefer to take exams continuously if necessary without a "study-day."

___ No opinion.

Additional Comments (use back pages if needed):

_____

_____

Appendix B - Student Comments Summary

Q5: Are academic advising services currently meeting your needs?

* Advisors should take a better interest in the needs of the student. They need to be more available, and in their office when posted times say they will be. Advisors need to be better informed and able to answer questions quickly and effectively.

Q7: Are registration services currently meeting your needs?

* Registration should have evening hours for those who work days, or be done by mail or phone. Some students cannot get the classes needed due to time constrains or because of late registration.

Q10: In your opinion, is a sufficient variety of courses offered during the evening hours to meet your current educational objective?

* There are not enough evening classes in English, History, Math, Physical Sciences, Upper level Education, Business, and Criminal Justice. Need more variety of classes for people who can only attend in the evening. Need more evening classes in the Summer session.

Q13: Are there any hours during the day when classes are not offered during which you would prefer to take classes (including late evening)?

* Need more classes between 12 noon and 7 p.m. Would like to see morning lab, industrial maintenance, and electronic classes. Would also like to see more 8:00 a.m. and 9:00 a.m. classes. Would like evening classes start at 5:00 or 6:00 instead of 7:00 p.m.

Q14: In your opinion, are there any classes not currently offered during the summer semester that you would like to see offered?

* Need a bigger variety of summer classes in all areas. Also need evening classes.

Q17: Are Student Computer Labs services currently meeting your needs?

* Need assistants who are more helpful and more friendly. Need more lab times available (open). Computers need to have access to all programs. Also need more printers.

Q19: Which of the following would you like to see added/expanded? Rank you preference

of each area from "1" to "6".

* Cafeteria and classrooms need to be expanded. Cafeteria and some classrooms are too small. Would like to see smoking room inside.

Q21: Do you feel that the WVU-P bookstore hours are adequate to meet your needs?

* Need evening and/or weekend hours. Evening students do not have access to bookstore.

Q22: Is the variety of items carried in the bookstore adequate to meet your needs?

* The prices are too high. Need to carry more supplies requested by instructors for their classes.

Q23: Do you regularly utilize the cafeteria?

* Would like I.D. billing or a meal ticket. Need more variety and more low-fat choices. Need more seating. Need more food in evenings.

Q27: Does the child care service meet your needs?

* The prices are too high for low-income families. They need to take younger children who are not potty trained.

Additional Comments

* Need more four-year programs offered at WVU-P, so one does not have to transfer somewhere else.

* Parking needs to be expanded.

* Jackson County Center needs to offer more classes. JCC also needs a nurse, a day-care center, and a cafeteria.

* Library needs to be improved with more CD computers for research.

* Classes need to be offered both semesters, so it doesn't take one so long to graduate.

* Student should have a "dead week" before final exams in which the instructors should introduce no new materials but review.

* Need more law courses and a four-year Criminal Justice program.

* Final exam schedules need to be improved - there are too many tests scheduled on the same day.

* We need more instructors - some faculty members are over worked because of their class load.

* Advisors need to explain to students all the requirements of a major and work with the student to see to it that he or she gets the classes needed.

* Would like to see organized sports, such as basketball, football, softball, etc.

* Need to expand foreign languages offered to include Japanese.

* The Nursing Program needs to be expanded so more people can get into the program.

* The Library needs more up-to-date books and better equipment (more Pro-Quest computers, etc.).

* Classes need to be oriented toward working people, people with children (non-traditional students).

* There should be a Master list of people scheduled to register on a certain day. That way if students lost their tickets they won't have to wait until open registration to register.

* We should have Good Friday off and would like to have "Free Fridays".

* People who rub snuff should be treated the same as the people who smoke. If students are going to be allowed to rub snuff in the building and in classrooms then, the smokers should have a lounge.

* All students should have access to E-Mail and Internet.

* WVU-P needs to sell WVU football tickets.

* There needs to be better communication between WVU-P and other state colleges as to what classes will transfer and what classes won't transfer.

Appendix C

Student Ranking Statistics (Thurscal): Facility Expansion and Recreational Programs

(by campus)

Student ranking of areas to expand: all student (N=1149)

STANDARD DEVIATION OF STIMULI:

4	6	1	3	2	5
1.007	.486	1.711	.430	1.324	1.041

SCALE DISTANCE FROM STIMULUS AT RIGHT

4	6	1	3	2	5
.136	.210	.058	.044	.044	

STIMULI NUMBER	SCALE VALUE	AREA	RANK
4	.492	Library	1st
6	.356	Private study area	2nd
1	.146	Fitness area	3rd
3	.088	Group study room	4th
2	.044	Recreation area	5th
5	.000	Lounge area	6th

Student ranking of areas to expand - Parkersburg (N=963)

STANDARD DEVIATION OF STIMULI:

4	6	3	1	2	5
1.250	.513	.390	1.593	1.339	.914

SCALE DISTANCE FROM STIMULUS AT RIGHT

4	6	3	1	2	5
.049	.079	.005	.106	.017	

STIMULI NUMBER	SCALE VALUE	AREA	RANK
4	.256	Library	1st
6	.207	Private study area	2nd
3	.128	Group study room	3rd
1	.123	Fitness area	4th
2	.017	Recreation area	5th
5	.000	Lounge area	6th

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Appendix C (continued)

Student ranking of areas to expand - Jackson County Center (N=186)

STANDARD DEVIATION OF STIMULI:

4	1	6	2	3	5
.617	2.042	.475	1.236	.565	1.065

SCALE DISTANCE FROM STIMULUS AT RIGHT

4	1	6	2	3	5
.911	.184	-.012	.112	.055	

STIMULI NUMBER	SCALE VALUE	AREA	RANK
4	1.250	Library	1st
1	.339	Fitness area	2nd
6	.155	Private study area	4th
2	.167	Recreation area	3rd
3	.055	Group study room	5th
5	.000	Lounge area	6th

NOTE:
IF ANY SCALE VALUE IS NEGATIVE, YOU MUST RECALCULATE ON THE BASIS OF A STIMULUS DIFFERENCE TABLE. THE TROUBLE IS DUE TO THE FACT THAT THE DATA ACTUALLY HAVE MORE THAN ONE DIMENSION. SOME PROPORTIONS WERE INCONSISTENT.

Appendix C (continued)

Student ranking of most favorite activities: all students (N=1149)

STANDARD DEVIATION OF STIMULI:

2	5	1	10	9	8	4	3	6	7
1.005	.522	1.071	1.282	.737	1.357	1.347	.919	1.108	.651

SCALE DISTANCE FROM STIMULUS AT RIGHT

2	5	1	10	9	8	4	3	6	7
.121	.036	.233	.140	.027	.046	.280	.209	.097	

STIMULI NUMBER	SCALE VALUE	AREA	RANK
2	1.189	Concert	1st
5	1.068	Movies	2nd
1	1.032	Backdoor Comedy Club	3rd
10	.799	Trip	4th
9	.658	Plays/Theatre	5th
8	.631	Parties and Dances	6th
4	.585	Intramural sports	7th
3	.306	Cultural programs	8th
6	.097	Non-trad. programs	9th
7	.000	Nooners	10th

Student ranking of most favorite activities: Parkersburg (N=963)

STANDARD DEVIATION OF STIMULI:

2	5	1	10	9	8	4	3	6	7
1.019	.555	1.129	1.285	.714	1.314	1.307	.871	1.100	.707

SCALE DISTANCE FROM STIMULUS AT RIGHT

2	5	1	10	9	8	4	3	6	7
.111	.027	.264	.104	.044	.040	.212	.155	.087	

STIMULI NUMBER	SCALE VALUE	AREA	RANK
2	1.046	Concert	1st
5	.935	Movies	2nd
1	.908	Backdoor comedy	3rd
10	.644	Trips	4th
9	.540	Plays/Theatre	5th
8	.495	Parties and Dances	6th
4	.455	Intramural sports	7th
3	.243	Cultural programs	8th
6	.087	Non-trad. programs	9th
7	.000	Nooners	10th

Appendix C (continued)

Student ranking of most favorite activities: Jackson County Center (N=186)

STANDARD DEVIATION OF STIMULI:

2	10	5	1	8	4	9	3	6	7
1.043	1.053	.509	.812	1.519	1.371	.775	1.076	1.240	.602

SCALE DISTANCE FROM STIMULUS AT RIGHT

2	10	5	1	8	4	9	3	6	7
.183	-.005	.051	.096	.041	.089	.259	.394	.087	

STIMULI NUMBER	SCALE VALUE	AREA	RANK
2	1.195	Concert	1st
10	1.012	Trip	2nd
5	1.017	Movies	3rd
1	.966	Backdoor comedy	4th
8	.870	Parties and Dances	5th
4	.829	Intramural sports	6th
9	.740	Plays/Theatre	7th
3	.481	Cultural programs	8th
6	.087	Non-trad. programs	9th
7	.000	Nooners	10th

NOTE:
IF ANY SCALE VALUE IS NEGATIVE, YOU MUST RECALCULATE ON THE BASIS OF A STIMULUS DIFFERENCE TABLE. THE TROUBLE IS DUE TO THE FACT THAT THE DATA ACTUALLY HAVE MORE THAN ONE DIMENSION. SOME PROPORTIONS WERE INCONSISTENT.